

RESOLVED, that the Foothill College Academic Senate adopts the Online Equity Affirmation as a tool to engage in collaborative and collegial iterative critical self-assessment of our course design and pedagogy; and

RESOLVED, that the Foothill College Academic Senate distribute the Online Equity Affirmation to all Foothill college faculty for use when engaging in formal and/or informal discussion and decision-making about course design and pedagogy; and

RESOLVED, that the Foothill College Academic Senate directs COOL to work in collaboration with the Offices of Professional Development and Online Learning to integrate the Online Equity Affirmation into Foothill's Online Faculty Handbook, Online Teacher Training Certification course and our local Peer Online Course Review (POCR) process; and

RESOLVED, that the Academic Senate directs the Curriculum Committee to integrate the Online Equity Affirmation into existing Course Outline of Record (COR) review processes through the Distance Education (DE) Addendum.

Online Equity Affirmation

February 2022

Foothill College's

A Note on the Anti-Racism Strategies

-racism strategies that contribute to the reduction of race-based disparities. They are offered as a menu of options from which faculty can choose depending on their own equity data and their

Overarching principle	Equity Challenge	Anti-Racism Strategies for Designing and Promoting Equity
<p>individual-instructor) (*the materials selected by the instructor to convey the body of knowledge and help familiarize students with ideas in the discipline)</p>		
<p>3. Critical analysis of summative assessment strategies</p>	<p>Online courses have been developed from traditional methods of teaching which often privilege specific ways of assessing student learning that are tacitly biased and may increase stereotype threat. Universal design supports examining assumptions in ways that reveal hidden biases and enable multiple modes for teaching and learning content and skills.</p>	<p>Faculty engage in opportunities to learn about biases associated with traditional assessment techniques such as multiple-choice tests, written essays, short answer tests, etc.</p> <p>Activities and assessment are rigorous and designed to help all students grow as independent, critical thinkers</p> <p>Students have options for how they provide evidence of their learning and mastery of concepts. E.g. multimedia</p> <p>Student learning is evaluated based on a variety of artifacts, none of which individually contribute a substantial portion of the final grade in the course</p> <p>4Avoid high stakes assessments that measure a</p> <p>assessment, and not the content or skills necessary to demonstrate achievement of the learning outcomes.</p> <p>Rubrics and descriptors for desired outcomes are included in assessment activities as well as</p>

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		<p>exemplars of work that meets and does not meet instructor expectations</p> <p>Assessments are designed to authentically recreate experiences students will encounter in their career or daily life</p>
<p>4. Intentional development of pedagogical practices around learning activities (Formative Assessment?)</p>	<p>Assumptions about canon often reflect a hegemonic view of what activities best promote and represent learning^{iv}. Steps should be taken to ensure activities are designed to support diverse learners.</p>	<p>Course activities invite students to use their cultural backgrounds to connect to the content and enhance learning, and encourage students to recognize and value diverse cultural backgrounds</p> <p>Activities are chosen to help students connect new information to prior understanding and experiences, and to apply learning to new constructs</p> <p>To support learning, low- or no-stakes assessments (formative assessments) are frequent and varied, and include timely feedback designed to help students improve</p> <p>Assessments are not [just] used to track participation or attendance</p>

5. The technical aspects of the

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<p>6. Human connectedness is developed through proactive engagement</p>	<p>Student success and retention are affected when andragogic principles and/or a deficit lens is /are applied to explain low performance. Proactive engagement places the onus on practitioners and staff to meet students where they are, regardless of perceived readiness for college to</p>	<p>k most likely to need.) Links to support are provided in the course within the content where they will be needed Textbooks are free or low-cost, and available to students in a variety of formats The instructor reaches out to students before the term begins to ensure all students are ready (re)-6(a)-6</p>

**Overarching
principle**
cultural
humility

Equity Challenge

**Anti-Racism Strategies for Designing and Promoting
Equity**

The instructor demonstrates care for each student as a whole person, attempting to make connections that are both academic and non-academic

Feedback [wording and mechanisms] is carefully chosen to promote learning and growth rather than wield power or judgment

The instructor fosters an environment of cultural humility, including:

- *Engaging students who are different than them on a personal experiential level*
- *Cultivating curiosity and empathy about others' life experiences who are different than their own.*
- *Sharing their own cultural frame of reference.*
- *Leading discussions about racism, sexism, and classism, and believing students when they speak about their experiences.*

Overarching principle	Equity Challenge	Anti-Racism Strategies for Designing and Promoting Equity
<p>9. Course design and delivery are racially conscious</p>	<p>Initial discussions of equity in online learning promoted concepts of online spaces as unbiased and color blind, while subtly reinforcing marginalization, stereotypes, and racism. Equitable online course design acknowledges race and recognizes, responds to, and reduces institutional racism.</p>	<p>Students should be invited to participate in the development of community norms Instructors should monitor discussions and interactions with an eye toward preventing microaggressions Opportunities for community-building and collaborative work are included, and carefully designed and supported Institutional support for online students is robust Institutional support for online learning is woven throughout the course Students needing help receive - <i>people</i> who can help, not just to services provided Opportunities are created that allow students and faculty to discuss race and racism as they relate to the content, objectives, and/or learning outcomes of the course. Care is taken to acknowledge and ake260.13 274.35 T</p>